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The SUFFOLK JOURNAL



The heights great men reached and kept
Were not attained by sudden flight;

But they, while their companions slept,
Were toiling upward in the night."

—Longfellow



VOL. 2, NO. 18

BOSTON, MASSACHUSETTS

JUNE 30, 1938

140 Degrees At Commencement

Impressive Ceremony Climaxes Eventful Week

600 Attend

Colorful Academic Procession

Five Receive Honorary Degrees;

Record Crowd of 1000 Parents

And Friends Attend

U. Banquet

Prof. Finnegan Praises
Students for Endowment
Campaign Help

Six hundred happy, carefree Suffolk University students heard Professor Thomas Finnegan declare that "Suffolk University is honored with the quality and caliber of its student body."

had ever been together at a social function.

His statement of appreciation was made by ten speakers who addressed the gathering throughout the long evening's program. All had words of praise for Suffolk University and its student body.

Seated at the head table were many honored guests including President and Mrs. Thomas J. Boynton of the trustees, President and Mrs. Gleason L. Archer, James M. Swift, vice-president of the Trustees, Joseph E. Warner, member of the Board of Trustees and former Attorney General, Professor and Mrs. H. J. Archer, and Mrs. John Griffin, Parker T. Pearson, superintendent of schools in Weymouth, Dean and Mrs. Donald W. Miller, Miss Catherine Caraher, secretary of the Law School, and Mr. and Mrs. Thomas McNichols.



Baccalaureate Sunday, June 12, 1938.

Following the University Marshal came the faculty of all the University Colleges, led by President Archer and Dr. Thomas J. Boynton, President of the Board of Trustees. The class of 1938 gave an eloquent tribute.

President Archer Toastmaster

President Archer was toastmaster and his humor and joviality reflected in the remarks of all of the speakers. George Clark, historian of the Radio Corporation of America, who was the principal speaker, gave an illustrated humorous lecture on the history of radio.

President Archer in opening the program declared that unlike other commencement speakers of the day he was not going to sound the note of pessimism but rather of optimism.

"After every world depression," he continued, "there is bound to be a period when the world seems as though it was standing still. We are now in such a period."

Although other countries in this period have given up the struggle and allowed nations "to go to gain control, such will not be the case in this country he continued.

(Continued on Page 7)

Rev. Whitney Hale Assails "Systems"

Baccalaureate Speaker Says They Cause War, Depression; Praises Church As Far Superior

Assailing systems which cause war and depression, Reverend Whitney Hale of the Church of the Advent, Boston, told the Suffolk University graduating class Sunday, June 12th in the annual baccalaureate sermon, that the church preaches a reverence for life, and that is the only solution for mankind's troubles.

Dr. Hale's address was the keynote of the Baccalaureate service which officially began the University Commencement week.

The service began with a procession led by Marshal William F. Looney and included, United

sity President Gleason L. Archer; Thomas J. Boynton, president of the trustees; Dr. Whitney Hale; Dean Donald W. Miller of the College of Liberal Arts, and members of the executive staffs and faculties of Suffolk University as well as the one hundred and thirty-five members of the graduating class. The auditorium was well filled with members of the families of the graduates, friends, and students of Suffolk University.

Dr. Boynton Reads Scripture

The service continued with sentences from the Scripture read by

Dr. Hale; then followed the invocation which was concluded by the Lord's Prayer. After an organ response by Ralph Joske, President Gleason L. Archer led the audience in a Responsive Reading.

Miss Josephine Chanley's solo, "Thanks Be to God," by Stanley Dickson, was followed by the Scripture Lesson read by Suffolk University's president of the Board of Trustees, Thomas J. Boynton, whose voice in spite of his eighty odd years was loud and clear.

In his sermon Dr. Hale said in part:

"Whatever else may be charged against the Church, at least it has not indulged in naive conceptions of human nature. It has insisted that man's fundamental problem is himself. While refusing to be carried away by a facile optimism, it has faced up to the rough realities

Looney came President Gleason L. Archer and President Thomas J. Boynton of the trustees. Then came the Board of Trustees followed by Dean Donald W. Miller and the honorary degree recipients.

Following University Marshal

Complete text of Professor Russell's commencement address will be found on page 2.

The faculty members were led by their marshals following: Miss Duane, Miss Caraher, Miss Newsum and Miss Bryant. The graduating class was last in the procession with the College of Liberal Arts first in the procession by the Law School, the Graduate School of Law, the College of Journalism and Business Administration.

Ruggles Speaks

Following the invocation by Reverend Whitney Hale came the commencement address of Professor Ruggles.

After contrasting the modern theories of education with those held by people of colonial days notably Governor Berkeley of Virginia, who believed that no common people should have more than a grade schooling, Professor Ruggles went on to discuss the growth of technical education in this country.

(Continued on Page 7)

(Continued on Page 3)

Dr. Ruggles Knowledge of Social Sciences Vital

Commencement Speaker Says Worth- While Government Programs Come From Understanding Social Sciences

Address given by C. O. Ruggles, Professor of Public Utility Management, Graduate School of Business Administration, Harvard University at the Commencement Exercises of Suffolk University.

Recent events throughout the world have brought forcibly to the fore the need for a better understanding of the social sciences. This lack of appreciation of the workings of economic laws applies not only to the leaders and the would-be leaders of many important countries, but to the people who endorse their programs. In other words, the whole world is in need of a better understanding of the social sciences if we are to make substantial progress in the improvement of economic and social conditions.

The failure of unsound government programs often sets a good cause back many years. And while a better understanding of the social sciences is important for the countries of the old world, it is especially important for a country as large as the United States. Moreover, what might be a sound policy for smaller countries might not be workable in a country the size of ours. Some one has said and apparently without exaggeration, that if Texas were a lake and France an island, France could be dropped into Texas and there would be room enough to sail out of sight of land on every side. Montana is almost as large as the German empire before Hitler annexed Austria.

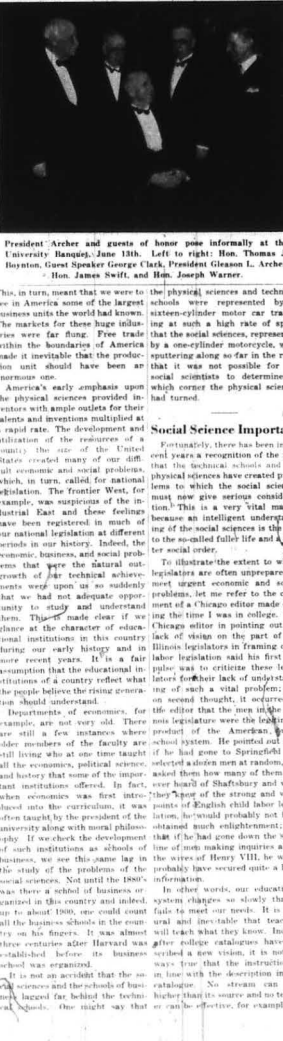
Our forefathers broke away from Europe because they objected to the control over almost every aspect of their lives including their religious beliefs and American government and institutions represented an experiment on their part based upon the assumption that universal education would produce a high general level of intelligence that would, in turn, provide a sound basis for democracy. This philosophy is well expressed in the inscription upon the Boston Public Library which is to the effect that the Commonwealth requires the education of a people as the safeguard of order and liberty. The truth of this statement would be generally accepted but it is not so fully appreciated that the need for emphasis on various aspects of education changes from one generation to another.

Harvard organized engineering schools in 1847. The Massachusetts Institute of Technology was started to open when the Civil War broke out and hence its beginnings were in the engineering colleges. There began to develop on a grand scale, especially in the Middle West, Michigan and Illinois being outstanding early examples. Indeed, the University of Illinois was known as the Illinois Industrial University until the year 1885.

Technical Education Problem

This sketch of the development of technical education is presented not as a criticism of what our country was doing at that time, but rather to point out that it was a logical development. Young America had many bridges to build, many factories to erect, and numerous railway lines to be laid. Hence, it was natural that emphasis should be placed on the physical sciences.

It is not an exaggeration to say that the success of all this period of technical education created some of the most difficult problems which have been encountered in our country. Natural resources in this country, and an increase in technical proficiency, the country grew by leaps and bounds and its simple colonial life was soon being transformed into a complex industrial civilization. These changes were in part brought about by the fact that we adopted a constitution that prohibited any tariff among our states.



President Archer and guests of honor pose informally at the University Banquet, June 13th. Left to right: Hon. Thomas J. Baynton, Guest Speaker George Clark, President Gleason L. Archer. Hon. James Swift, and Hon. Joseph Warner.

This, in turn, meant that we were to see in America some of the largest business units the world had known. The markets for these huge industries were far flung. Free trade within the boundaries of America made it inevitable that the production unit should have been an enormous one.

America's early emphasis upon the physical sciences provided investors with ample outlets for their talents and inventions multiplied at a rapid rate. The development and utilization of the resources of a country the size of the United States created many of our difficult economic and social problems, which, in turn, called for national legislation. The frontier West, for example, was suspicious of the industrial East and these feelings have been registered in much of our national legislation at different periods in our history. Indeed, the economic, business, and social problems that were the natural outgrowth of our technical achievements were upon us so suddenly that we had not adequate opportunity to study and understand them. This it made clear if we glance at the character of educational institutions in this country during our early history and in more recent years. It is a fair assumption that the educational institutions of the country reflect what the people believe the rising generation should understand.

Departments of economics, for example, are not very old. There are still a few instances where older members of the faculty are still living who at one time taught all the economics, political science, and history that some of the important institutions offered. In fact, when economics was first introduced into the curriculum, it was often taught by the president of the university along with moral philosophy. If we check the development of such institutions as schools of business, we see this same lag in the study of the problems of the social sciences. Not until the 1880's was there a school of business organized in this country and indeed, up to about 1900, one could count all the business schools in the country on his fingers. It was almost three centuries after Harvard was established before its business school was organized.

It is not an accident that the social sciences and the schools of business lagged far behind the technical schools. One might say that

the physical sciences and technical schools were represented by a sixteen-cylinder motor car traveling at such a high rate of speed that the social sciences, represented by a one-cylinder motorcycle, were spitting along so far in the rear, that it was not possible for the social scientists to determine at which corner the physical sciences had turned.

Social Science Important

Fortunately, there has been in recent years a recognition of the fact that the technical schools and the physical sciences have created problems to which the social sciences must give serious consideration. This is a very vital matter because an intelligent understanding of the social sciences is the key to the so-called fuller life and a better social order.

To illustrate the extent to which legislators are often unprepared to meet urgent economic and social problems, let me refer to the comment of a Chicago editor made during the time I was in college. The Chicago editor in pointing out the lack of vision on the part of the Illinois legislators in framing child labor legislation said his first impulse was to criticize these legislators for their lack of understanding of such a vital problem; but on second thought, it occurred to the editor that the men in the Illinois legislature were the legitimate product of the American public school system. He pointed out that if he had gone to Springfield and selected a dozen men at random, and asked them how many of them had ever heard of Shaftsbury and what they thought of the strong and weak points of English child labor legislation, he would probably not have obtained much enlightenment; but that if he had gone down the same line of men making inquiries about the wives of Henry VIII, he would probably have secured quite a little information.

These facts, our educational system changes so slowly that it fails to meet our needs. It is natural and inevitable that teachers will teach what they know. Indeed, after college catalogues have described a new vision, it is not always true that the instruction is in line with the description in the catalogue. No stream can rise higher than its source and no teacher can be effective, for example, in

the social sciences who does not know the social sciences. If that teacher has been educated in the old time subjects such as history, economic history, and government, the course is likely to be one dealing with those subjects.

Need of Evening Schools

But a better understanding of the social sciences must not be limited to legislators and leaders of public opinion. This statement leads me to the final point of my discussion, viz: the need for widening the opportunity for adult education. This must be done simply because able leadership is of little significance without intelligent followship. The fields of the social sciences are so dynamic that they change even from decade to decade and it is essential that we appreciate the old education, especially in these fields, is something that cannot be completed in a formal program of four years. In other words, even the people who have had the advantages of a formal education should have opportunities to keep abreast of the times and to obtain some understanding of rapidly changing economic issues. Moreover, there is another group of our people who are sometimes denied the opportunities of pursuing fulltime formal training. They must secure their education along with their daily duties in earning a livelihood.

It is heartening to see the extent to which many institutions have developed in metropolitan centers thus giving an opportunity to people to learn while they go on. Indeed, in many ways, the combination of learning while earning is an excellent one. It is a serious laboratory method. At one time, we taught the physical sciences by means of textbooks and formulae. No institution is considered properly equipped today if it does not teach the physical sciences by the laboratory method. The medical student is not permitted to enter into the practice of medicine until he has had certain clinical experience.

It is probably not an exaggeration to say that much of our education in the social sciences has been, and still is, somewhat like teaching swimming by correspondence. We need to combine the process of education with the actual activities of economic and social life. President Dyer of the University of Wisconsin pointed out recently that even dictators have a way of rounding people up and running them through the voting booth, thus giving a rubber stamp approval to their program. Unfortunately, the social sciences seem to the average individual as a field which needs no careful study and many men in our legislative halls are ready to enmesh new laws on social sciences that will ruin the lives of the people. Half truths and half baked philosophies grow luxuriantly in the field of the social sciences. Not until we have a better understanding of the vital economic and social sciences until the situation can we hope to make real progress. Many simple panaceas being offered throughout the world today either wholly ignore or fail to understand fundamental principles of the social sciences. Until the situation is changed by a better understanding of these fields we cannot expect our government programs to be productive of worth while long-range results.

135 Graduate At Colorful Suffolk Commencement

Record Crowd At Exercises

Honorary Degree Recipients

Honorary Degree Recipients

Reverend Whitney Hale

(Continued from Page 1)

"This sketch of the development of technical education is presented not as a criticism of what our country was doing at that time, but rather to point out that it was a logical development. Young America had many bridges to build, many factories to erect, and many railways lines to be laid. Hence, it was natural that emphasis should have been placed on the physical sciences.

"It is not an exaggeration to say that the success of all this period of technical education created some of the most difficult problems which we now face. With the abundant natural resources in this country, and an increase in technical proficiency, the country grew by leaps and bounds and its simple colonial life was soon being transformed into a complex industrial civilization. These changes were in part brought about by the fact that we prohibited any tariff among our states. This, in turn, meant that we were to be in America some of the largest business units in the world known. The markets for these huge industries were far flung. Free trade within the boundaries of America made it inevitable that the production unit should have been an economic one.

"America's early emphasis upon the physical sciences produced talents and inventions manifested at a rapid rate. The scientific and utilization of the resources of a country the size of the States created many of our difficult economic and social problems, which, in turn, called for national legislation.

"The frontier West, for example, was susceptible of the industrial East and those feelings have been expressed in much of our national legislation at different periods in our history. Indeed, the 'land, houses, and social problems that were the natural outgrowth of our technical achievements were upon us so suddenly that we had not time to adequately adjust to study and understand them. This is made clear if we glance at the character of educational institutions in this country during our early history and in more recent years. It is a fact assuming that the educational institutions of a country reflect what the people believe the rising generation should understand.

"Fortunately, there has been in recent years a recognition of the fact that the technical schools and the physical sciences have created problems to which the social sciences must now give serious consideration. 'This is a very vital step because an intelligent understanding of the social sciences is the key to the so-called order life and a better social order.

Adult Education Need

"But a better understanding of the social sciences must not be limited to legislators and leaders of public opinion. This statement leads me to the final point of my discussion, 'We need intelligent education for the adult citizen. This must be done simply because able leadership is of little significance without intelligent citizenship. The fields of the social sciences are so dynamic that



Five honorary degree recipients and President Archer pose for the cameraman after the Commencement Exercises on June 16th. Left to right: Robert Jackson, M.A.; Reverend Raymond Lang, D.D.; Alfred Hammell, D.S.S.; President Gleason L. Archer; Reverend Whitney Hale, D.D.; Clyde Ruggles, Litt.D.

they change even from decade to decade and it is, essential that we appreciate that our education, especially in these fields, is something that cannot be completed in a formal program of four years. In other words, even the people who have had the advantages of a formal education should have opportunities to keep abreast of the times and obtain some understanding of rapidly changing economic conditions. There is another group of people who must be given the opportunity of receiving full-time formal training. They must secure their education along with their daily duties in earning a livelihood."

Delli Colli First A.B.

Following President Ruggles' address, Dean Miller stepped forward and presented the candidate for the degree of Bachelor of Arts, Peter Alexander Delli Colli of Somerville. Delli Colli is the first ever to receive this degree from Suffolk University. Dean Miller handed the scroll bearing the candidate's qualifications to President Archer who then announced that by the power vested in him by the degree he recommended that the degree be granted.

Dean Miller next presented the qualifications of the candidates for the degree of Bachelor of Science in Education. First to receive her degree was Miss Helen Marguerite Gilbert Hurley, who graduated with highest honors. Next came William Franklin Gill, William McKenzie, and Thelma Payde, all graduating with honors, followed by the remainder of the class. Miss Carrolls A. Bryant, executive secretary, handed the diplomas to President Archer who presented them to the graduates. Assistant Professor Ward Browning read the names. The diplomas of the College of Liberal Arts are given those of the Law School and Graduate School of Law were bound with a wide band of gold ribbon and an outer band of blue ribbon with a slim band of purple ribbon in the center.

When the graduating class had returned to their seats, led by their class vanguard, William McKenzie, they placed the tassels of their diplomas on the left side signifying that they were now educated men and women.

Bachelor of Law were presented by Professor Mark Crockett of the Law School. First to receive their degree were Joseph Solomon Fox and Charles Elton Sands, graduates of four years. In other words, even the people who have had the advantages of a formal education should have opportunities to keep abreast of the times and obtain some understanding of rapidly changing economic conditions. There is another group of people who must be given the opportunity of receiving full-time formal training. They must secure their education along with their daily duties in earning a livelihood."

The Law School class also followed the time honored custom of switching their tassels from right to left.

Williams Cheered

Doctor Clafin presented the candidates for degree of Master of Laws who, after receiving their diplomas from President Archer, received their master's books. These books were quite nicely colored in broad stripes of purple, black and gold. Assisting them with the books were Dr. Yorks and Professor Stinchfield.

When Kenneth Brack Williams, professor in the Law School, received his degree of Master of Laws, the entire Law School stood up and cheered all during the time he was on the platform.

Trustee John Griffin of Weymouth presented the first candidate for an honorary degree, Ralph Temple Jackson who received the honorary degree of Master of Arts. Jack Temple's contribution to Boston architecture is exemplified by the beautiful Suffolk University building which he designed.

Reverend Raymond Lang, rector of St. John's Episcopal Church, Newtonville, candidate for the honorary degree of Doctor of Divinity was presented by Trustee John Stoff who said, "His inspired faith has been a source of inspiration even to those of other creeds."

"Although, Reverend Hale has only been in Boston he has received a great influence upon the community," declared Joseph E. Hammett, former attorney general and trustee, when he presented Reverend Whitney Hale, rector of the Church of the Advent, Boston, candidate for the honorary degree of Doctor of Divinity.

Alfred Hammell, candidate for

Doctor of Divinity. The present rector of the Church of the Advent, Whitney Hale was born in Kansas, N. H., in 1862, the son of Samuel Hale and Emma Wheeler (Frost). He received his Bachelor of Arts degree from St. Stephen's College and later attended the General Theological Seminary, New York City. In 1915 he was ordained Deacon by Bishop Parker and Priest by Bishop Choate. Before coming to Boston, he was assistant at Calvary Church, Fairboro, North Carolina, later going to St. Peter's Church, New York City, as assistant. He was for some time head of the Albany County Association. He served as Rector at St. Timothy's Church, Wilson, North Carolina, and just prior to his appointment at the Church of the Advent, Father Hale was for many years Dean of St. Paul's Cathedral, Buffalo. He served overseas with the A.E.F. in 1917.

Clyde Orval Ruggles

Doctor of Letters. Professor of Public Utility Management in the Harvard Graduate School of Business Administration, Professor Ruggles holds the Ph.D. from Harvard and was Dean of the College of Commerce at Ohio State University, previous to his appointment to his present position at Harvard. He was one of the three Deans of other leading colleges of business administration named by Dean Donham of the Harvard Graduate School of Business Administration to head important departments in his institution. Professors Ruggles' degrees are A.B., 1896, Iowa State Teachers College; A.M., 1897, State University of Iowa; Ph.D., 1912, Harvard University.

Previous to his appointment to Harvard Professor Ruggles held the following positions: Head of Department of History and Social Science, Winona State Teachers College, 1899-13; Assistant Professor of Economics, 1914-20; Director of School of Commerce and Head of Department of Economics, University of Iowa, 1920-21; Head of Department of Economics, University of Illinois, 1921-22; Head of Department of Commerce and Administration, 1922-28, Ohio State University. Professor of Public Utility Management Harvard, Graduate School of Business Administration since 1928.

Alfred L. Hammell

Doctor of Sciences. Field a few years ago Alfred L. Hammell made a considerable name for himself in New England where he was general manager of all the agencies of the Railway Express Agency, Inc., in the New England area. Today, he is president of the National Express Agency, Inc., after having been president of the Western part of the United States. Mr. Hammell is acknowledged by American business to be a leader in his field. A short time ago he was called to Harvard University, where he delivered a series of special lectures dealing with selected problems.

Mr. Hammell's achievements are so many and so varied that it is impossible to list them all. Suffice it to say, however, that he has been a leader in his field since his graduation from the University of Iowa.

Reverend Raymond Lang

Doctor of Divinity. Present rector of St. John's Episcopal Church, Newtonville, Reverend Lang has been a constant worker in the church. His honorary degree of A.B. degree, he soon after entered the Episcopal Theological Seminary where he graduated in 1921; soon afterwards he was ordained. Previous to coming to New England, Reverend Lang was assistant pastor in the Calvary Church of Pittsburgh. His association with the young people of our colleges was begun at the time when he was chaplain of the University of Pittsburgh and the Carnegie Institute of Technology. His first assignment in this section was as assistant pastor at the Church of the Epiphany, Dorchester, later going to the Grace Church, Newtonville, in the same role. In 1926 he assumed his present position. During the World War he was a chaplain in the R.I.T.C. and has been chaplain of the First R.I.T.C. Corp. of Cadets.

Ralph Temple Jackson

Master of Arts. Architect of Suffolk University's new \$750,000 building, his work is a part of the modern scene of metropolitan Boston. Those of Suffolk University know him best for his masterful designing of a building which seeks to house in a modern atmosphere those who wish to study in their evening hours. He is a member of the firm of Fay, Spofford and Thorndyke.

Science was presented by Hiram J. James Swift who presented him to Archer, trustee, as an outstanding example of the night school at Suffolk University. The honorary degree books were all black, faced with blue and gold bands of brilliant hue. The Doctor of Divinity books had an added touch of brilliant scarlet signifying the church.

The degrees were conferred amid a great round of applause by the assembled throng. Dr. Currier and Dr. Harvey of the College of Liberal Arts adjusted the books for the men as they received their degrees.

Following the honorary degrees, President Archer stepped forward (Continued on Page 8)

Ruggles Given Litt.D.

Clyde Orval Ruggles, candidate for the honorary degree of Doctor of Letters was described as an outstanding educator by Trustee

Cruising The Corridors With T. E. J.

By EDWARD JACOBSON

AVE ATQUE VALE! . . . "Hail and Farewell!" Be it in Latin, English, or the ancient tongue of the Mayas, this phrase imports a greater depth of feeling and respect than any other a scholar might have uttered during his student days. There are the words, at least in sentiment that are burning in the souls of the young men and women, who, receiving their parchment scribbles of scholastic achievement from President Arthur have a great page of their youth behind them in Suffolk University.

God bless them and speed them on their way upward to success in their chosen fields.

To you who leave us now: **AVE ATQUE VALE!** . . . **HAIL AND FAREWELL!** . . . Suffolk will never forget you!

PERSONALITY PARADE . . . PROFESSOR BIRAM JOHN ABE HELL, Director, Department of Research and Research. Tall, slim, given to weighing his words with care before saying them, calm, humorous, but not full of an excellent reason for so doing, before he laughs.

He's one of that well-known vanished type of men, who accomplish their good deeds without the use of a trumpet. . . . We know of so many instances where he has exercised his understanding good nature in behalf of his students with the knowing situation of a father.

Truly he is a scholar-father to his students. His only requirements before giving advice is that the law student appear before him with the air of a manly man, and with a well-kept case. . . . and then, "if you're right, swell!" and it's quite favorable that the student be right!

LITERALLY AT PROF. "H. E. S." ELBOW . . . in the outer office, or as the boys refer to it, "the vestibule of the sanctimonium" . . . is Professor Arthur's secretary . . . a young personable lady, whose charm has made an indelible impression on the law students. . . . Her NAME IS . . . EVELYN McNAMARA . . . and she's the prettiest picture of "develvity and delivfulness!"

THE GLEE CLUB . . . has already coined some tradition, and if we may judge in the looseness of a poem, we might say that it will "stick" . . . one of the boys with an unimpeachable word, well trained to Smoking Room "Chin Music," remarked that, "the members of the GLEE CLUB were 'STUCK UP!' . . . But if he only knew!"

AND HOW WE KNOW . . . the Glee Club? . . . Tommy I. Harkness. Low voiced, white basses, his brother Bob, manfully trying to descend to the low G's, his brother Sam, croaking every once in a while, "Fanny White, standing between the Basses and Tenors, deciding which to fall in with. . . . Marie McLane, wondering why on Tuesday he sings Tenor and on Wednesday, Bass . . . and the Gals . . . oh yes! the beautiful gals. . . . How hard it's to worry about looking at the music sheets when we have the gals to look at. . . . However, no matter how hand-doubtful and uncomfortable a guy is, some little something just tugs at the heartstrings, when the Glee sings their finished production of the "SUFFOLK HYMN" and "AVE SUFFOLK." . . . It makes you feel terribly proud to be a son of SUFFOLK!

WE WERE JUST THINKING . . . that if LOUIS POLINSKOFF had his undies made of that hot-colored fabric his ties are made of, he would not require an overcoat in the coldest winter days. . . . Adam talka acts just like a woman hater. . . . We've watched him closely. . . . He never tumbles to, or gives a tumble to, in the "chawing" roads. . . . we think there's a reason, but Adam "ain't a sayin' it!" . . . Paul Harkness talks like an Law Trust. . . . and does he have to drag out a six syllable word . . . we'll never forget when he intended to say, "Platitudinous" and finished by saying "calendularian;" . . . neither word being consistent with the subject before HIM FOR CONSIDERATION . . . but he had gotten it in . . . and was happy!

ARMIN SIEGFRIEDT is a very versatile young fellow. . . . He can paint walls, hang paper, plumb a little, and get hundreds in exams. . . . (the furlough with slightly more frequency than the latter!) . . . Johnny Hurley gives the impression that he just hates to be disturbed by the questions of a professor. . . . We get a big kick out of the way John "Uncle Sam" Bakan packs his conversational "chaise longue on wheels" outside the school and then traipses to lectures. . . . What a football player Paul Dinamore would make. . . . We wonder if A. R. Hild's initials stand for "ACE" . . . he certainly is one of the boys.

PROFESSOR MCCARTHY . . . has a fine wholesome sense of humor. . . . It was one of those warm, dream-inspiring mornings . . . you know, "what is so rare" . . . and stuff. . . . The windows in the hall were wide open . . . and above the Prof's voice rose the deep musical sound of a pigeon coming. . . . Everybody looked up, and then looked down. . . . The pigeon danced around a little on the top of the window wash, and with a bent head calmly surveyed the mortal congregation come to Suffolk to step in wisdom. . . . and then with high stilled cooed the pigeon blipped and declared with a louder and more imperious "soo-soo!" than before. . . . PROFESSOR MCCARTHY stopped for a moment and looked up. . . . "Well all right, come in then, and learn something!" . . . And we laughed and thought how little incidents like that made life worth living, and brought professors closer to our hearts.

Our First Varsity Tennis Team



This team, the first to represent the University on the courts, enjoyed a most successful initial season. (First row, left to right: Carl Gouding, Bob Harkness, Paul Rich (captain), Wilfred M. Legge, and Joe Connolly. Standing, James Daugherty, John Hurley, John J. Daugherty, and Joe Yello.)

CLASS DAY (Continued from Page 3)
. . . are successful, we should be interested in them from the standpoint of learning what makes them a success. If some of the people of the community are not successful, we should give them a word of encouragement, and try to give them the confidence they need, to become successful. We should be considerate of all, regardless of whether or not we think we will ever get any of their legal business, regardless of whether they are poor or wealthy. We should treat all of the people of the community alike, and impress upon them the fact that we desire to serve them. He emphasized.

Must Respect Self

"We earned the future lawyers that unless they respect themselves nobody else will. But the lawyer should not break his arm from putting himself too vigorously on the back."

"Many professional men, although they are not self-centered, although they are interested in their clients and in their community, often leave a poor impression because they have forgotten how to smile. This is a failing that can easily grow upon a lawyer because his work is, naturally, of a serious nature. If we have not a natural, genuine smile, we should learn to cultivate one. Few things spread as much happiness all over the landscape as a genuine, cheery smile. As a matter of fact one of the leading public figures from the state of New York is reputed to have been elected to the United States Senate because of his beamy, genuine smile, that at times, it is said, stretched from ear to ear."

"Probably the most important single attribute which the young lawyer who is starting out in the practice of law today needs is courage. If we are not courageous, if we allow ourselves to be discouraged because of economic conditions as they are at the present time, we will unquestionably go down in defeat. If we talk to our neighbors in the vein of depression and with a sad note in our voice, we will soon be thought of as lawyer depression. There is enough depression you, why add to it?"

Must Have Courage

"We have not experienced college graduates. Most of us have been engaged in business for a decade or more. As practical men, we know that without the properly directed courage a man cannot succeed. We know that a courageous man with the proper training, and the ability, must succeed. This

idea must not be allowed to desert us, for on this thought we will either rise or fall."

Sullivan pointed that a lawyer to succeed must absolutely live up to the ethical standards of his profession. He scored members of the profession who lean into a career at the bar without planning and acceptability case that comes along. Once a lawyer gains steady practice that is all he will have. Such a lawyer has not the foresight to realize that instead of meeting certain defeat, he might become a wealthy man if he had directed his energies in the proper direction.

The class orator suggested that "diligence and efficiency" would be a proper motto for the young lawyer.

"When our first class comes to us, we must study it with all our might. We must work tirelessly to win that case for our client," Sullivan continued.

Because of the transparent essence of the professional man we must develop a happy and successful family life. After all, a happy family life does tend to create a beaming smile upon one's countenance," Sullivan said.

"Last, but not least, we should keep ourselves posted on all current events. We should read cultural literature and strive to develop our minds on a higher cultural plane. This will come in handy not only for after-dinner speaking, gentlemen, but also for giving us that certain enjoyment that only education and culture can give to the human soul," he concluded.

Nolan Prophecies

The class of '38 by 1938 will have attained success not only in the legal profession but in other fields as well, prophesied Eugene S. Nolan as he presented his prophecy of the class to the audience. Suffolk graduates will enter politics, desert the profession for various other trades, notably that of ice cream selling which 'tis said will be the lot of one George Bannery, become justices of the Supreme Court and all the little courts, one will go to Hollywood and the rest will for the most part be well, we hate to admit it, but they'll be just plain lawyers.

Following the presentation of the class gifts by Michael Cornelius O'Neill for the graduate school and John Joseph Donovan, Jr. came the valedictory address of Joseph Fox.

Hovatt Heads Committee

Following the conclusion of Fox's address, under the direction of their class marshals, the two

University Reopens On September 19

Law Classes Begin Then: Colleges One Week Later

Students of Suffolk University had their last classes on May 27, had a week of final examinations for a finishing touch and then departed from the corridors of the University Building not to reappear until September.

September 19th has been set as the opening date for the Law School while the three college divisions open on one week later, September 25th. An innovation for the Law School this year will be the entrance of women students into its classes, once restricted to the person of male gender.

Last to be closed this year was the Law School on May 27th; the colleges closing one week earlier. It was evened up, however, as the colleges had two weeks of exams while the Law School had but one.

During the summer months the classrooms of Suffolk University will be devoted to the Summer Session with many of the varied courses being studied. The classrooms will be electrically ventilated thus assuring the summer student of cool, restful surroundings in which to study.

The office work will back in cool breezes this summer with the latest in air-conditioning machines keeping away the heat. These machines are a product of the Standard Air Conditioning Company of Boston. Incidentally the JOURNAL wishes at this time to thank this company for those splendid pictures of the Trustees' Room which appeared in last month's JOURNAL.

Starting July 2, the library will be closed Saturdays and Sundays, throughout the rest of the summer.

From July 3, to August 13, inclusive, the library will be open the following days and hours:
Monday—Thursday
2:00 P.M.—10:00 P.M.

Friday
10:00 A.M.—6:00 P.M.

After August 13, the library will be closed Saturdays and opening day of the law school. The library will be closed on all "Legal Holidays."

Classes began the statutory recess as the orchestra played the "Coronation March."

Vitali Podolsky Concert Orchestra played for the exercises. F. Harvey Howall was the chairman and presiding officer of the exercises. He was assisted by several large committees representing the Law School and the Graduate School of Law. Committee chairmen were:

Law School	
Cap and Gown	Arthur J. Carner
Budget	Arthur G. Fletcher
Class Day	Edward V. McKel
Photography	John J. McDonald
Printing	Seely Belmont
Graduate School	
Photography	Christopher Tate
Cap and Gown	John J. Donovan, Jr.
Budget	Barton M. S. Stevens
Class Day	Kenneth B. Williams

Commencement Highlights

Hon. Thomas J. Boynton, President of the Board of Trustees, was the center of interest during all the festivities. On Sunday he participated in the Baccalaureate service; Monday he came to the banquet as one of the honor guests; Thursday, he attended the Commencement exercises. As he rose to speak at the banquet the entire gathering rose and cheered for several minutes.

Tuesday the 12th was the only day that no events were scheduled during Commencement Week. It split the week evenly and gave a bit of a rest to the participants.

Miss Bryant, Miss Doane, and Miss Young, members of the University Banquet committee, spent much of the evening doing the clerical work on the tickets. In spite of this, they seemed to derive just as much pleasure from the affair as did any of the six hundred guests.

One of the press told us this while we were seated at the press table at the banquet. The waiters at the University Club were out on strike and were picketing the club as the guests arrived. When this reporter arrived, one of the pickets very loudly cried, "This place is on strike. They're unfair to organized labor." And then in a mumbled aside, "Go in and eat, buddy. Have a swell time." Which may mean a lot, and then again it may not.

The Blue and Gold colors of Suffolk were quite in evidence during the week. Leading the procession both on Baccalaureate Sunday and on Commencement Night was the blue and gold banner of the University. President Boynton wore his blue and gold degree hood presented to him last February at the dedication exercises.

Continuing our color scheme, the programs at the banquet were blue and gold. The marshals' batons were blue and gold. The degrees were tied with large loops of blue and gold ribbon. The honorary degree hoods were all blue and gold, with the hood of the Doctor of Divinity adding a touch of brilliant red, the hood of the Doctor of Science adding the hood of the Doctor of Letters and the Master of Arts, white.

President Archer's assertion at the banquet that the "isms" will never gain a foothold in this country because of our democratic kind of government is a view so far held for a long time. Still, as he said, the students of today must make sure we keep that kind of government which most effectively combats the "ism" of the democratic form of all governments.

The fact of the matter is, the students of today are not getting into practice for future political battles when they sing "My Wild Irish Rose" and "Sweet Adeline" with such fervor at the banquet.

Stretching on the wall of the ballroom court was a huge twenty-foot banner of blue with the letters Suffolk University in it in letters of gold. It formed rather a nice background for the head table.

Associate Professor Ward Browning and Debater Harvey Howatt showed how debating develops the voice by securing the use of the microphone as they spoke at the University Banquet. Browning is of debating while Howatt is known more pretentiously as senior class president.

BACCALAUREATE

(Continued from Page 1)

of human problems with neither arrogance nor despair. Following such a crisis as the financial crash of 1929, while the chief executive and cabinet members were assuming that prosperity was just around the corner, the Church was, at around, insisting that human beings are neither angels nor devils, but sinners whom God loves. Any attempted panacea which would make man's weakness without God and his strength with God is neither realistic nor hopeful. The Church grinds herself, sometimes falteringly, sometimes with shameless comprehension in the long run, with a magnificent tenacity, that all human problems are soluble because man has recourse to something beyond himself, that human beings are neither sons of God, and when so treated, they will, in the long run, act as sons of God.

Dr. Hale Praises Church

"To implement her faith and achieve that unity for which all are made, the Church works on the basis of a short-term pessimism and a long-term optimism. For example, in the face of much evidence of the moment to the contrary, the Church believes that missionaries are more powerful than munitions."

He continually emphasized that the Church is far better than the "system" which exists in the world today. His criticism of war came from his own experiences in the World War when he went to France, in spite of his exemption by reason of his theological studies. He went with high ideals and came back disillusioned.

In spite of his position in the Church and despite his wife and three children, he would go to war today if he could be convinced that the solution of the world's problems lay in the teaching of men to kill, he said.

Dr. Hale Speaks to Graduates

Toward the close of his sermon, Dr. Hale aimed his remarks to the graduates. They are evidence, he said, that Suffolk University has, in an unique way, acquired that respect for life that is so essential. The giving of an opportunity to people acquiring an education when they might have been denied it, is evidence of this, he said.

He bared the graduates to seek this reverence for life when they go out into the world, and said it would be the solution of their problems.

Veterans of Forensic Encounters



For the first time this year Suffolk University engaged in inter-collegiate debating. Coached by Associate Professor Ward Browning, (center) former coach of the B.U. debating team, the team consisted of left to right: F. Harvey Howatt, senior class president, James Sullivan, senior class orator, Second row, James Kelly, freshman president and Thomas Harkins, Law '39.

BANQUET

(Continued from Page 1)

He warned, however, "Students such as you are needed to bring us back to the old order of things—the old order of self-government."

President Archer was preceded by the first appearance in public of the newly organized Suffolk Glee Club which under the direction of Ralph Jukes, new director of musical activities, gave two selections, "Hymn to Suffolk" and "Ave Suffolk."

He introduced as the first speaker of the evening F. Harvey Howatt, president of the class of 1938.

Honored Rollies Students

Bringing the greetings of his class, Howatt said:

"President Archer, the trustees and faculty have carried the burden for long. Students and alumni of Suffolk University should assume the burden of work until Suffolk University takes its place among the great educational institutions in the country."

James H. Cunningham, freshman president, followed Howatt and pledged the support of his class. Referring to the activities of his class during the past year, Cunningham said, "It is our boast that we have greater school and class spirit than any other class that preceded us."

"There is no longer any need to apologize for Suffolk. Today it is on a par with any other school in the country," he concluded.

Joseph Francis, 1938 C. L. A. class president, also pledged the support of his class and college.

Representing the undergraduate members of the C. L. A. was Paul Doherty, nephew of National League Commissioner Daniel Doherty. He came in President Archer's stead and in praising President Archer for his part in giving the youth of New England an opportunity for an evening education.

The seriousness of the occasion was broken up by the appearance of a certain Mr. Gibbosity whose identity the press was unable to learn. Aided and abetted by an unknown huckster (?) he had the audience in stitches with a rapid fire repartee.

New Activities Outlined

Dean Miller, who introduced himself as "one of the not so famous," declared that "In the spirit of Charles, Suffolk University has allowed its way through life. The course of Suffolk has been to go down and to take its own part in life. We have high hopes for the

past year than any other American university."

He outlined proposed student activities of next year which include an enlarged debating schedule, a musical comedy and a minstrel show, both to be presented by the Law School freshmen and many others.

Professor Browning, next on the program of speakers, told his audience that America had too much education ever to yield to the influence of the "isms." Turning his thoughts to Suffolk, he pointed out that "While the school has no state aid and previous little endowment, Suffolk University does have education in the trust we've had taken the view that education should prepare us for a fuller life."

Discussing the University's independent campaign of which he was chairman during the past year, he declared that he had wholehearted response from the entire student body and praised the efforts of the Freshman law students. A large percentage of students this year were subscribers, he reported.

The next speaker, Ward Browning, coach of debating analyzed the reasons men and women of Suffolk have to be proud of Suffolk. He said that the university's life squarely preparing its men and women for life. He cited the high quality of instruction as another reason. Furthermore, Professor Browning pointed to the dignity with which the university is conducted as a third reason.

Swift Defines Trustees

James Swift, former attorney general of the Commonwealth and member of the Board of Trustees, brought a wave of laughter from the happy crowd when he listed the names of a list of legendary names which President Archer uses when he wishes to shift responsibility for his acts. "The trustees relieve," he said.

Then he demonstrated that and furthermore have been able to see the University rise to its present high place.

When Thomas J. Boynton, president of the Board of Trustees, rose to speak, the entire gathering stood up and cheered for several minutes. When finally the hall was quiet enough for him to speak, he said in substance that "In the spirit of Charles, Suffolk University has allowed its way through life. The course of Suffolk has been to go down and to take its own part in life. We have high hopes for the

Hanson, Blaisdell Elected Trustees

June 4th Election Increases Board to 11

Arthur Warren Hanson and E. Roy Blaisdell were inducted into office Thursday evening, June 16th, as members of the Board of Trustees of the University at a special meeting just prior to the Commencement Exercises. Their election to office at the annual meeting of the trustees on June 7th increased the board to 11 members.

Arthur Warren Hanson, A.M., M.B.A., Litt.D., Professor of Accounting and Dickinson Fellow in Harvard University Graduate School of Business Administration is a graduate of the Suffolk University Law School in the Class of 1927. He is the first alumnus of Suffolk University to be elected to its Board of Trustees. Dr. Hanson is well known to the students of the University and his election to membership on the Board of Trustees will be heartily approved.

E. Roy Blaisdell, New England district manager of the Standard Oil Company and president of E. R. Blaisdell State Products Company, was also elected a trustee of Suffolk University. Mr. Blaisdell, a native of the State of Maine, entered Harvard College with the class of 1912. Since college days, Mr. Blaisdell has risen rapidly to a position of prominence in the state industry in New England. For over six years, Mr. Blaisdell was trustee and treasurer of Eastern Nazarene College.

future; we have always had them. We can truthfully say," he concluded, "that the future of our hopes have come true."

Before the main address of the evening by George Clark, Ralph Jukes, director of musical activities at Suffolk, who had previously directed the Suffolk Glee Club in two numbers, sang three solos, "I've Got Plenty of Nothing," "Little Mother of Mine," and excerpts from an opera.

Clark Sings Speaker

Clark began his lecture by saying that while President Archer had written 25 books about law and several books about colonial history, both subjects on which he is considered an expert, his attempt to write a radio book was silly for he knows nothing about it.

Then he demonstrated that President Archer knows nothing about radio by telling how it began way back in Egypt in the time of Cleopatra. His lecture was illustrated with a series of drawings done in Egyptian style by their artists whom he said were called "egypt artists."

His tally was full of modern allusions and packed plenty of fun at present day politics. And when he was finished, everybody knew how wrong President Archer had been when he had dared to say that Marcoux invented radio.

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